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ABSTRACT

An 8-week English in the Workplace course was conducted by Portland Community College (Oregon) at Leupold & Stevens, Inc. for workers with limited English proficiency (LEP). The curriculum for English as a Second Language focused on job-related support skills and not primary job skills, since job performance was not a concern. Objectives were to improve LEP workers' communication with co-workers and supervisors, lessen tension and frustration between English and non-English speakers, and increase promotional opportunities for nonnative employees. Instructors assessed prospective students individually; 17 employees were selected for the class. Supervisors provided input regarding communication difficulties with nonnative workers. The curriculum was organized around the language functions of making suggestions, asking for clarification, and reporting problems in the workplace context. Supervisors rated all students as making some improvement. Seven of eight students showed increases on the pre- and post-assessment. Students also evaluated the course and their progress. (The seven-page report is followed by these materials: sample supervisor evaluation form; project summary; sample lesson plans and materials; sample employee performance review form; English language use survey; participants' need survey and results; and sample participant evaluation form.) (YLB)

ED346259

THE COLUMBIA-WILLAMETTE SKILL BUILDERS CONSORTIUM

National Workplace Literacy Program (84.198)
U.S. Department of Education

FINAL PERFORMANCE REPORT

Submitted by
Portland Community College
12000 S.W. 49th Avenue
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APPENDIX V. Instructors' Reports and Sample Curriculum Materials

C. Portland Community College:

Leupold & Stevens, Inc.
D'Anne Burwell and Linda Clarke;
Megan Esler; Marjorie Taylor

English in the Workplace

U.S. DEPARTMENT OF EDUCATION
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BENEFITS TO LEUPOLD & STEVENS

The English in the Workplace course was designed to impact the following areas at L&S:

1. Improve limited English speaker's communication with co-workers and supervisors.

2. Lessen tension and frustration between English speakers and non-English speakers.

3. Increase promotional opportunities for non-native employees.

4. Improve employee's ability to be trained.

5. Increase employee's productivity and flexibility.

6. Increase employee's self confidence.

7. Increase understanding between cultural groups to improve team functioning.

8. Increase the ability of those closest to the work to suggest valuable ideas that may otherwise go unused.

NEEDS ASSESSMENT

The instructors assessed each of the prospective students individually in a twenty minute interview in order to identify common language needs as well as diagnose weaknesses in certain skills. These employees' educational background varied from very little schooling to a college education. There was a variety of abilities in the four skill areas of listening, speaking, reading and writing. In a few cases, writing skills were limited to writing their name, while reading skills were non-existent. In other cases, the interviewees were in a middle range where listening and speaking skills were adequate for their particular job, but significantly impacted flexibility.

Seventeen employees were selected for the English in the workplace class. A few higher level employees were encouraged to use community college resources to upgrade their skills. Both workers and supervisors seemed eager for classes to begin. The level of enthusiasm was high. All of the employees interviewed indicated quite strongly that they would very much like to be able to improve their language skills.

Supervisor Input

The two instructors and supervisors met in a group to discuss the supervisors' view of communication difficulties with non-native workers. Supervisors pointed out that reading and writing skills were greatly lacking. In addition, asking for clarification, reporting problems and making suggestions were also stressed as major problem areas.

Supervisors also revealed that some communication problems may not only be language based but also culturally based. For example, some supervisors pointed out that regardless of their worker's English ability, the non-native employees are more reluctant than others to bring a problem to the supervisor's attention. And if a problem does arise, most do not have adequate language skills to describe the problem. These workers do not know how to respond appropriately to requests, instructions, and feedback. The non-native workers, on the other hand, believe that they are reporting problems.

Four out of eight supervisors then met individually with an instructor to complete a survey concerning specific communication problem areas pertaining to their non-native workers. In addition to the input from supervisors and student interviews, the instructors observed workers in two different work areas to gain an understanding of their individual tasks. This was valuable in determining the focus of the curriculum.

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CURRICULUM FOR ENGLISH IN THE WORKPLACE AT L&S

This eight week customized curriculum was organized around the language functions of making suggestions, asking for clarification and reporting problems in the workplace context. Because the curriculum is a working document, the function of presenting oneself in the performance review was added at the request of the students. The curriculum featured an integration of listening, speaking, reading and writing skills. However, listening and speaking were emphasized, since this is the main means of communication on the manufacturing floor. Pronunciation practice was incorporated into each lesson, since all employees interviewed, regardless of level, demonstrated this need.

Course Objectives

The participant will be able to:

a. understand and use an increased amount of vocabulary related to work situations

b. show improvement in their sense of confidence

c. show an increase in their interaction with others

d. show an increase in making suggestions

e. show improvement in ability to be a team player

f. show an increase in speaking up at work

ATTENDANCE

Some attrition was to be expected. For reasons ranging from childcare conflicts, and wanting to work overtime, to transportation difficulties and medical reasons, some employees were periodically absent. Four employees dropped the class. Thirteen participants attended the class on a regular basis.

These learners are to be commended for having maintained great enthusiasm for the class despite their battle of fatigue at the end of the day. The fact that employees had to attend the English class after work on their own time impacted participation.

EVALUATION

Normally in language teaching it is impossible to go beyond a formal test of certain areas of linguistic performance. However, an English in the workplace course offers a unique opportunity to investigate more fully the real language behavior of the learner and thus to find out how far the individuals and the company have benefited.

There were three components to the course evaluation; supervisor evaluation forms, pre- and post-assessment, and student course evaluations.

Supervisor Evaluations

A form requesting specific feedback from each student's supervisor was used (see attached copy for a sample). This is a practical way to judge improvement in students' ability to communicate in their workplace. The opinion of each student's immediate supervisor is valued. In order for a course to be successful, the language training should have a positive effect on the relationship between a supervisor and a worker.

At the end of the course, the supervisors rated the students' performance on a scale from 1 to 4, with 1 representing minor improvement and 4 representing major improvement. It can be seen from the data below, for example, that 30% of the students were rated as exhibiting minor improvement in showing an increase in interaction, while 60% exhibited some improvement and 10% showed significant improvement. The supervisors gave responses to a total of 11 participants in each of the 4 areas measured.

Summary of Supervisor Evaluations

Participant Characteristics	Level of Improvement			
	Minor	Some	Sig.	Major
	(percentage of participants)			
Increase in making suggestions	50%	50%	0	0
Increase in interaction with others	30%	60%	10%	0
Increase in speaking up	60%	30%	10%	0
Increase in sense of confidence	50%	40%	10%	0

The supervisors offered additional feedback regarding individual participants with written comments such as, "XX is making a serious effort to improve his English communication skills" and "YY has improved. Would improve more with additional classes in basic reading and writing."

Pre- and Post-Assessment

Each student's language progress was determined through pre- and post-assessment. From the total pre/post percentage scores below, participant A exhibited an increase of 2% over the eight week course, while participant D demonstrated a 27% increase. One participant, however, received the same score.

PRE AND POST TEST EVALUATIONS

Participants	Asking for Repetition Asking for Clarification Reporting a Problem Pre/Post Raw Scores	Making a Suggestion Pre/Post Raw Scores	Total Pre/Post Raw Scores	Total Pre/Post Percentage Scores
A	26 / 28	9 / 8	35 / 36	88% / 90%
B	25 / 26	9 / 9	34 / 35	85% / 88%
C	20 / 25	4 / 6	24 / 31	60% / 78%
D	11 / 20	4 / 6	15 / 26	38% / 65%
E	21 / 17	2 / 6	23 / 23	58% / 58%
F	14 / 19	4 / 4	18 / 23	45% / 58%
G	12 / 19	2 / 2	14 / 21	35% / 53%
H	10 / 14	0 / 0	10 / 14	25% / 35%

Student Course Evaluations

In providing a course evaluation, participants rated the English class on a scale of 1 to 5, with 5 signifying highest approval and 1 representing disapproval. The chart on the following page shows the areas that were evaluated and the percentages in each.

Student Course Evaluations

(% of participants)

	Rating				
	1	2	3	4	5
Course Evaluation	Lowest				Highest
Location	0%	13%	12%	25%	50%
Length of Term	10%	0%	67%	0%	23%
After Work Time Slot	44%	0%	33%	0%	23%
Length of Class	0%	0%	67%	0%	33%
Frequency Per Week	0%	0%	22%	11%	67%
Course Content	0%	0%	45%	0%	55%
Teachers Performance	0%	0%	18%	2%	80%
Self Evaluation:					
Conversation	16%	0%	31%	0%	53%
Listening	0%	0%	25%	0%	75%
Reading	12%	0%	42%	0%	46%
Writing	0%	5%	47%	0%	48%
Pronunciation	14%	14%	29%	0%	43%

This eight week course was not of sufficient length to warrant measuring its effect on output and production. However, statistics in the following areas could be compiled and used as an indication of future program success: productivity improvements, cost reductions, absentee rates, staff turnover, promotions raises, use of interpreters, punctuality, and health and safety figures. An ongoing program should make a positive impact in these areas.

RECOMMENDATIONS

In the 1990's, much of the labor pool will be made up of limited English speaking immigrants and people with limited literacy skills. The following recommendations would help L&S prepare for the reality of the future work force.

1. Encourage employees to upgrade their English and literacy skills. Supervisors, in particular, must be enlisted to encourage their limited English speaking workers to sign up and attend classes. Supervisors need to express their valuable feedback to the instructor concerning student progress and/or problems. The company can show a positive commitment to a workplace program by offering employees some release time.

2. Provide cross-cultural training for supervisors about the groups they are working with. This training should include: strategies for solving cross-cultural communication problems, approaches for encouraging participation and cost improvement suggestions from workers, and specific information on the differences and similarities across cultural groups.

3. Simplify all written documents to conform with the trend in industry of addressing the lowered reading level of today's workforce. From the needs assessment, it is apparent that some L&S employees do not have the ability to read and comprehend critical written communication. Personnel responsible for written communication should be made aware of literacy issues, and possibly trained to write more simply for line workers.

4. Any type of basic skill development program needs to be viewed as an ongoing project. Eight weeks of language and/or literacy training can only begin to address these issues.

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Supervisor Evaluation Form

To: Sample Copy

Date: November, 28, 1990

From: D'Anne Burwell and Linda Clarke, Instructors

Subject: English Class

The 8-week English in the Workplace course is nearly over. It should be recognized that language improvement in a short period of time is more difficult to observe than manual skill development; however, your input would be greatly appreciated. There has been an emphasis in the class on improving pronunciation, speaking up and making suggestions. We would like to know if _____ is using what s/he has learned. Please rate this employee on the scale from 1 to 4, with 1 representing minor improvement and 4 representing major improvement. Again, we value your input as part of our evaluation.

	IMPROVEMENT minor			major
1. Increase in making suggestions	1	2	3	4
2. Increase in interaction with others	1	2	3	4
3. Increase in speaking up	1	2	3	4
4. Increase in sense of confidence	1	2	3	4

Please add any additional comments. Your feedback is important.

Remember to keep in mind that these employees value your encouragement. They are making the extra effort, after work, to learn more English. They greatly appreciate your interest and support!

Please return this to Barbara in HR no later than Monday, December 10. Thank you.

Megan Esler

The Workplace ESL literacy curriculum at Leupold and Stevens focused on job related support skills, not primary job skills because the supervisors of the workers involved agreed in all except one case that job performance was not a concern. In fact, these workers were model workers and regularly were promoted to more skilled positions. The limited English proficiency of these immigrants and refugees was mainly of concern to the supervisors for the workers' ease in understanding new instructions or problems and for the workers' cultural comfort in social interactions. Also, the literacy required for completing the semi-annual job performance review was much higher than any other type of literacy needed for these jobs, and thus became an issue of concern for supervisors and employees.

There evolved four course objectives at Leupold and Stevens. The participants will be able to:

a. understand and use more vocabulary relating to work situations.
b. understand and use more current events vocabulary to increase social and cultural comfort within the work team.
c. understand and complete the performance review in writing.
d. understand and describe hypothetical problems using increased critical thinking skills.

To this end, a variety of materials was used:

G. A. Pittman--Preparatory Technical English
Critical Thinking Skills
Leupold & Stevens monthly newsletter
News for You (a weekly newspaper written at the 3rd grade reading level)

Attendance was quite regular considering the 10-hour work day schedule at this company. Classes were 1½ hours, twice a week. Attendance did improve somewhat during the second 8-week course when the company agreed to give the participants 45 minutes release time for every 1½ hour class. Attendance averaged six students per class.

Students were assessed formally in September, 1990 and informally in June, 1991. All participants gave evidence of increased confidence in their English skills while conversations with supervisors and co-workers showed increased satisfaction with social interactions and the job performance review process. Every participant without exception wanted more such classes in the future and some were going to try other classes such as math, GED or advanced job training at local colleges. The Human Resources Department has also proposed that next year's budget include the same type of math and language training. The employees really appreciated the broad scope of the training that included social and cultural language as well as specifically work-related language.

Though specific supervisors were very pleased with the participants' progress, the company does not have any on-going career development process, so each

worker feels very much on his or her own when planning career advancement or changes (and thus, leaving the company was an option expressed by a few). A more coordinated career development program would definitely aid these employees especially as the non-native speakers feel very disenfranchised in their career choices and job satisfaction compared to a similar group of employees, but American-born, who were taking a math class and were looking forward to life-long employment at Leupold & Stevens.

ESL END OF TERM CLASS LIST

& REFERRAL RECORD

SECTION #: (illegible) LITERACY TERM: sp/sem '91 SITE: (illegible) LEVEL: MIXED NAME: MEGAN ESLER

Student Name Last	First	Social Sec. Number	Age	Sex	Ethnicity	Attendance Hrs / Cost Hrs	Previous Educ.	Job - Length of
AGUILAR	JAVIER	543-25-0823	25	M	MEX.	36/48	H.S.	machine repair - 3 yrs
AGUILAR	LILIA	541-27-1797	23	F	MEX	34/48	H.S.	assembler - 1 yr
ENSIN	PITA	512-28-8832	44	M	[illegible]	18/24	H.S.	assembler - 4 [illegible]
GARCIA	MARIA	540-18-4496	39	F	MEX	42/48	2 yrs of H.S.	assembler - 5 yrs
HOOPER	ALISON	519-19-7514	31	F	PHILIPPINE	9/24	B.A.	bookkeeper - 4 yrs
LY	YOUNG	541-66-2854	21	M	CAMBODIA	39/48	3 yrs of H.S.	assembler - 1 yr
NGUYEN	HIEN	542-66-7245	40	F	VN	39/48	H.S.	assembler - 6 yrs
NGUYEN	MINH	542-62-1651	28	M	VN	21/24	2 yrs of H.S.	machine repair - 1 mo
VENCES	IGNACIO	540-35-4454	40	M	MEX	12/24	8 yrs Elem.	assembler - 2 yr
WON	HANH	542-15-1955	55	F	VN	40/48	B.A.	assembler - 19 [illegible]

HOURS SPENT:

MEETINGS - 5 hrs

CURRICULUM WRITING - 5 hrs

INSTRUCTION - 48 hrs

RECORD KEEPING - 5 hrs

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Adapted from Speaking Up at Work Robinson & Rowencamp Oxford 1985

1. In the U.S.

Read the following problem. Then circle what you think is the best answer.

Mary is at work. Her supervisor is helping her fill out her time card. She understands step one and step two, but she doesn't understand step three. What should she do?

a. Not say anything to her supervisor.

b. Ask her supervisor to explain step three again.

c. Ask a friend to help her tomorrow.

Write: What should she say?

2. In the U.S.

Read the following paragraph. Then circle what you think is the best answer.

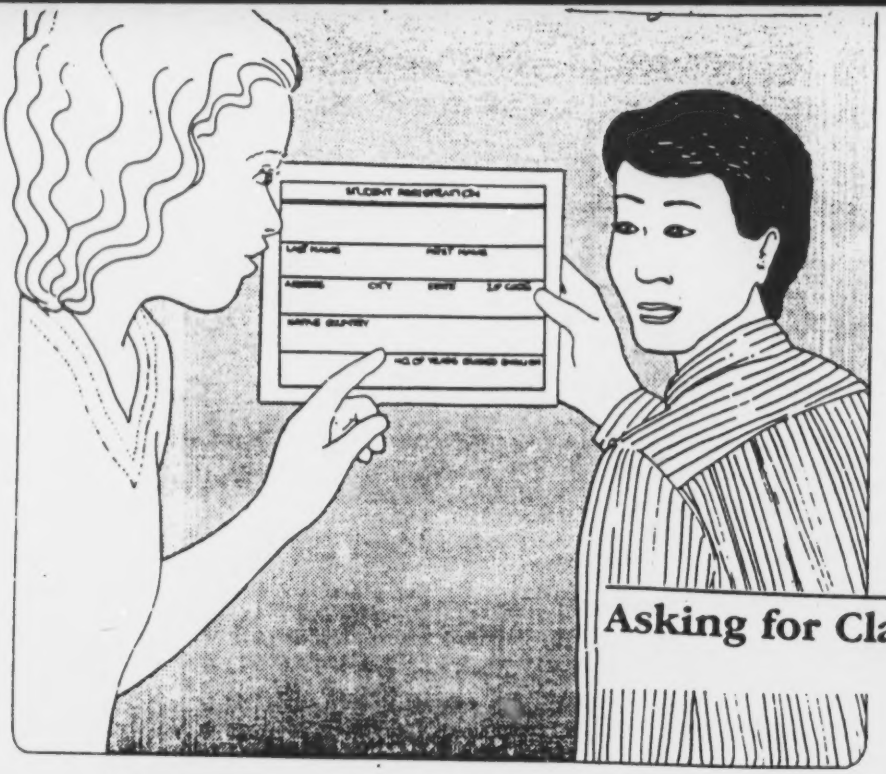
Vone is a very hard worker. She is always on time. She comes to work and goes right to her desk without speaking to anyone. When people say hello to her, she speaks very softly and doesn't look at the person. She never asks other people how they are. What do people think of Vone?

a. They think she's shy.

b. They think she's rude and unfriendly.

c. They think she's a hard worker and doesn't have time to talk.

Write: What should she say?



Asking for Clarification

Conversation

The teacher is helping Shoua fill out the registration card for his evening class.

Teacher: On the first line, I want you to print your last name and then your first name.
Shoua: Last name, first name?
Teacher: Right. On the second line, I want your street address, city, state, and zip code.
Shoua: Could you repeat line two again?
Teacher: Sure. Write your address, city, state, and zip code.
Shoua: Okay.
Teacher: On the third line, write your native country.
Shoua: I'm sorry. I don't understand that.

Teacher: I want to know where you are from.
Shoua: Oh, I see.
Teacher: Good. Now on line four, put how many years you've studied English. Do you understand that?
Shoua: Yes, I understand. I studied three months in Thailand and one year in the States.
Teacher: Well, that's it.
Shoua: (completes registration card and shows it to teacher) Is this correct?
Teacher: Yes, it's fine.

Write T for true or F for false.

_____ 1. Shoua understands everything.

_____ 2. Shoua asks questions when he doesn't understand.

_____ 3. Shoua's teacher is happy to explain things to him.

_____ 4. Shoua didn't understand the words *native country*.

What Do I Say?

1. Asking to have instructions repeated

■ Please repeat that.
I'm sorry. I don't understand that.
Could you please | say that more slowly?
explain *native country*?

2. Saying that you understand

■ Okay.
(Okay.) Now I understand.
Oh, I see.

3. Checking that you understand

■ Write your last name and then your first name.
□ Last name, first name?
■ Right.

■ Turn to Unit 1, Section Three.
□ Section Three?
■ Right.

4. Confirming understanding

■ Do you | understand?
get it?

□ Yes, I | do.
understand.
No, I | don't.
don't get it.
don't understand.

■ Do you have any questions?
Any questions?

□ No, | I don't.
no questions.
I understand.
I get it.
Yes, I | do.
have a question.
have a few questions.

5. Getting your work checked

■ Is this | right?
correct?
okay?

□ Yes, | it's fine.
very good.
that's it.
No, it isn't.

Lesson Plan #2

Theme: Overall Goal of being a Team Player

Objective:
1. Show improvement in ability to be a team player.
2. Understand that sharing small talk about themselves and their families is an important part of American culture

Skills: listening, speaking and reading

Materials: Team Work Word Puzzles
Team Work Handout

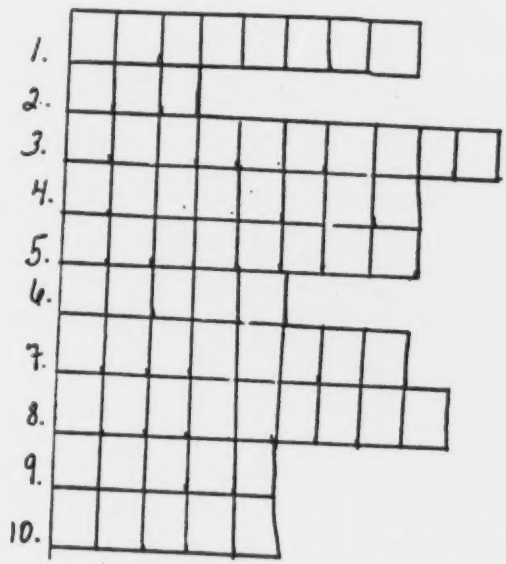
Procedure: On board, teacher writes _____ seven spaces (Hangman style) for the word English. Teacher gives clues such as "it starts with an E" or "you are learning it now".

Break class into groups of four. Each foursome has a Student A, Student B, Student C, and Student D. Instruct students to work together as a team to solve the puzzle. They should look at each other's papers, so it is important that they listen carefully to each other.

After completing the puzzle, have students question each other to discover the pertinent information for the Team Work handout. As a whole group, have students report this information back to the class.

TEAM Work Word Puzzle

Share your clues with your group to find the missing words. Do not look at each other's puzzles!

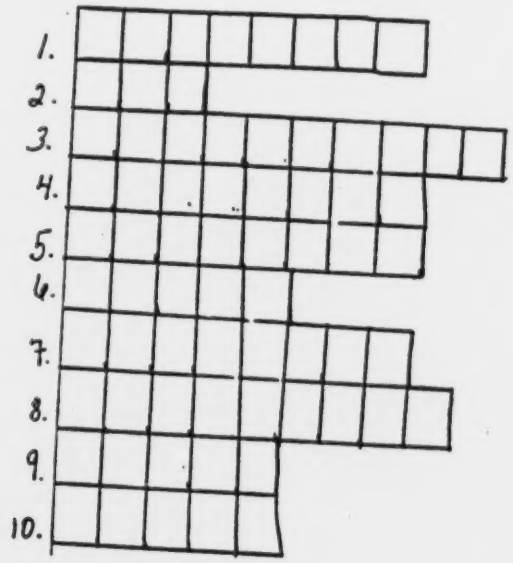


Clues:

1. This word begins with T.
2. It has only three letters.
3. It is a person
4. There are many at this company.
5. This word ends with ly.
6. It is the time you work.
7. This word starts with T.
8. It is very small.
9. It makes a noise.
10. It is a short time.

TEAM Work Word Puzzle

Share your clues with your group to find the missing words. Do not look at each other's puzzles!



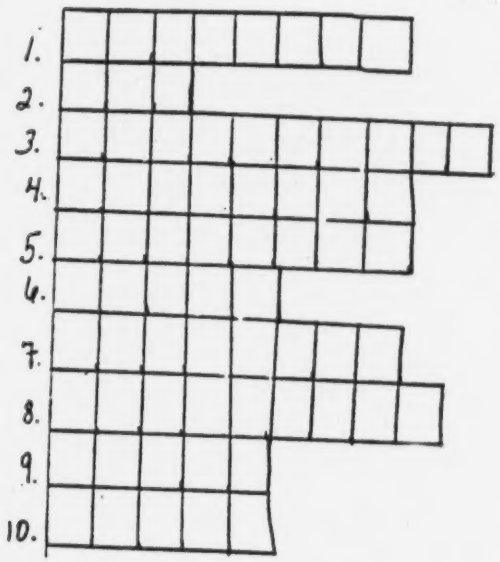
Clues:

1. This word ends with **Y**.
2. It is a name of a company.
3. All assemblers at NEC have one.
4. There are three **E**s in this word.
5. It is what you do.
6. This word ends with **T**.
7. You go to a class for it.
8. You see many at work.
9. It is small.
10. It is a time to rest.

C

TEAM Work Word Puzzle

Share your clues with your group to find the missing words. Do not look at each other's puzzles!

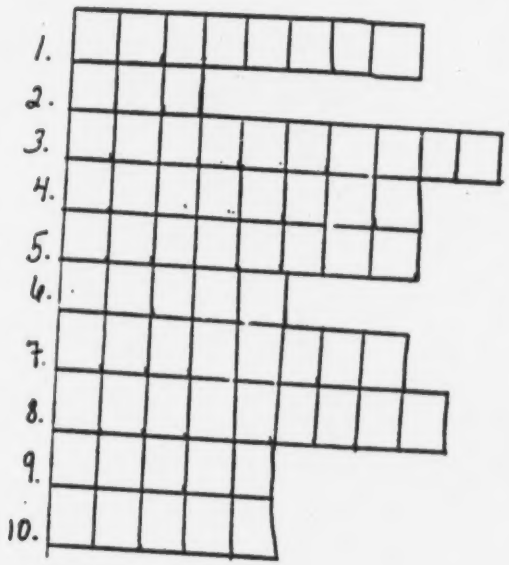


Clues:

1. It is a work day.
2. This word starts with **N**.
3. This word ends with **R**.
4. you are one.
5. Putting something together.
6. There are three: day, swing, and grave.
7. You go there during work.
8. This word begins with a **C**.
9. NEC makes it.
10. This word begins with a **B**.

TEAM Work Word Puzzle

Share your clues with your group to find the missing words. Do not look at each other's puzzles!



Clues:

1. We have class on this day.
2. You work for this company.
3. This word begins with S.
4. It is a person.
5. This word begins with A.
6. This word begins with S.
7. This word ends with ... ing.
8. Need it for electronic assembly.
9. This word starts with a P.
10. Some people drink coffee at this time.

Team work.

INSTRUCTIONS: Students in each group should answer the following questions. You should talk to each other and come to a consensus on the answer.

consensus - joint agreement

1. In your group, who has the longest name? (count first and last names together).
2. Who has lived in the most cities?
3. Who has the most children?
4. Who lives the farthest from NEC?
5. Who has worked the longest at NEC?
6. Who has worked the shortest at NEC?
7. Who has been married the longest?
8. Who has the most hobbies?
9. Who worked the most hours last week?
10. Who had the best weekend?

A GUIDE TO PROBLEM-POSING

In every lesson, we follow the same process: naming a problem, discussing it, finding out more about it, working with others to understand it and think of ways to change it, thinking about the results of the actions and taking action to make small changes. Follow these steps to look at one problem in your workplace or class.

CODE-WRITING

Each lesson starts with a conversation or code about a common problem of immigrant workers. Then there are discussion questions in five steps:

1. What is happening in the conversation or code?
2. What is the problem? How do the people in the code feel?
3. Have you had a problem like this? What happens in your country about this situation?
4. Why did this happen? What are the reasons for this kind of problem? What are its social and economic causes? Why do many people have this problem?
5. What can be done about the problem? What are the choices?

FINDING RESOURCES AND TAKING ACTION

These questions can help you with the process of taking action to address the problem:

1. What do you need to know to change the problem?
2. Who can you work with to find out new information?
   Where can you get more information?
   —What do your co-workers say about the problem?
   —What does your boss say?
   —What does the law say about the problem?
   —What does your union say?
   —What do other organizations or outsiders say?
3. What can you do about the problem? How can you work with others to change the situation? What can you do legally?
4. What might happen if you try?

EVALUATING YOUR ACTIONS

After you take action about a problem, you can ask these questions:

1. What new information did we learn about the issue? What do we understand better now?
2. What did I learn about myself?
3. What did we learn about how we work as a group?
4. What was the result or impact of our action? How was it successful? What could we do differently next time?
5. Can we address the causes of the problem better now?
6. What new problems or issues did we uncover?

Talking with the Boss

RAJAN, A NEW SHIPMENT NEEDS TO BE UNPACKED RIGHT AWAY. THERE ARE A LOT OF PEOPLE OUT IN MY DEPARTMENT SO I NEED YOU TO GIVE ME A HAND.
GO TO YOUR FOREMAN AND TELL HIM THAT I WANT TO BORROW YOU FOR A FEW HOURS. REPORT BACK TO ME OVER BY THE BACK LOADING DOCK. YOU'LL BE DONE BY LUNCHTIME SO YOU CAN TELL HIM I'LL SEND YOU BACK AROUND NOON. GOT THAT?
YES.
???

Questions for discussion:

1. What is the boss telling Rajan?
   Do you think Rajan understands him?

2. What is the problem here?
   Why does Rajan say yes?
   What do you think will happen next?

3. Do you ever have trouble with directions?
   What do you do?
   What other language problems do you have with the boss?
   Have you ever needed help but *not* asked for it?
   Why didn't you ask?

4. Why is it difficult for Rajan to understand?
   What kinds of language problems do foreign workers have with their bosses?

5. What should Rajan do?
   What can you do if there is a language problem?

THINKING ACTIVITY: Identifying communication problems

Some supervisors were interviewed about the immigrants and refugees at their workplaces. Here are some of their comments. Do you think your boss might say this about you?

Supervisors' comments	YES	NO
1. "They don't tell me when they can't understand."	___	___
2. "They don't ask questions about directions."	___	___
3. "They don't tell me about problems."	___	___
4. "They don't know the names of tools and parts."	___	___
5. "They get very upset when I say they made a mistake."	___	___
6. "They don't talk to other workers."	___	___
7. "They smile when I am angry."	___	___

ACTION ACTIVITIES: Directions

A. COMPETENCY: Understanding directions

Look at these different ways of giving the same directions.

Lock each room when you're done!
Be sure to lock each room when you're done.
You have to lock each room when you're done.
You should lock each room when you're done.
You lock each room when you're done.

PRACTICE: Give directions using these phrases:

1. turn this knob
2. connect these wires
3. put the supplies in here
4. read the code
5. return the tools to me
6. report to the team leader
7. replace broken pieces
8. let me know about problems

B. COMPETENCY: Asking for help with directions

What can you say if you don't understand directions? Add to this list:

What can you say if you don't understand one part of a sentence? Ask about the italicized words in sentences 1 to 7.

1. Tell your ~~foreman~~ supervisor I need to *borrow* you.

   Examples: You need to *what*?
   Tell him *what*?
   What does *borrow* mean?

2. On the seventh line, fill in your *country of origin*.
3. After you finish set up, check the *code sheet*.
4. If the cord is *frayed*, don't use it.
5. Check to be sure all the *fire extinguishers* are in place.
6. I'm going to put you on *light duty*.
7. You can sign up for Blue Cross or the *HMO*.

THINKING ACTIVITIES: Reporting problems

A. UNDERSTANDING PROBLEMS

Act out this story and add your own ending:

Mr. Smith: What happened to the windows in back? Only half of them are clean.

Rajan: I couldn't reach the top.

Mr. Smith: Why didn't you ask for a ladder?

Rajan: I'm sorry. I thought you would be angry.

Mr. Smith: Well, I am angry now. You should have asked.

what is Rajan's job?

Questions for discussion:

1. Why were some windows dirty? Why didn't Rajan clean them?
2. Why didn't he ask for a ladder? How did he feel?
3. How does Mr. Smith feel? What is he angry about?
4. Did you ever have a problem like this at work?
5. What did you do?
6. Did you ever get in trouble for reporting a problem? What happened?

B. REPORTING PROBLEMS

Here are some problems. Do you think you should tell your supervisor about them?

	yes	no	maybe/ sometimes
1. You run out of supplies.	___	___	___
2. You need to go to the doctor during work.	___	___	___
3. You feel sick.	___	___	___
4. You can't keep up with the work.	___	___	___
5. You don't understand part of the job.	___	___	___
6. You see another worker stealing.	___	___	___
7. You think your boss is treating you unfairly.	___	___	___
8. You broke your machine.	___	___	___
9. You think your paycheck is wrong.	___	___	___
10. You see another worker leaving early.	___	___	___
11. You make a mistake.	___	___	___
12. (Add your own.) _____	___	___	___

Questions for discussion:

1. What will happen if you report each of these problems?
2. Will your supervisor be angry? Will other workers be angry?
3. Will you get in trouble? Will your supervisor be glad? Will your supervisor help you?
4. If you don't tell your boss, who should you tell: nobody, another worker, a union representative, or someone else?

Was your supervisor ever angry with you? Why? Did you know why?

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C. ORGANIZATION CHARTS

Make a chart like this one of people that you work with. What do they do? Who is their boss? Who do they report problems to?

Person	Job	Boss
Me, Maria	assemblers	Anna
Sofia	inspector	Anna
Anna	forelady	Mr. Smith
Mr. Smith	supervisor	Mr. Jones
Mr. Jones	manager	?????

Draw a diagram of the reporting system of your workplace. Who is at the top? Who do you think owns your workplace? Who has the most responsibility? Who decides what happens?

ACTION ACTIVITY

COMPETENCY: Reporting a problem

To report a problem, use a *polite opener*, *state the problem*, and *ask for help*. Add to these lists:

Polite opener	Stating the problem	Asking for help
Excuse me.	My machine is broken.	What should I do?
I have a problem.	I need the ladder.	Do you know where it is?

Practice: Report each of these problems to someone. Tell whom you would ask for help.

1. Your machine isn't working.

   Example: Worker: Excuse me. Do you have a minute?
   Supervisor: What's up?
   Worker: My machine isn't working. Could you help me with it?

2. You ran out of screws and don't know where to get them.
3. Your screwdriver is broken and you can't do your job.
4. You feel sick to your stomach.
5. You can't remember what to do.
6. You couldn't wax the floors because you ran out of wax.
7. You don't know how to turn off your machine.
8. (Add some real problems from your job.) _____

Flags flown at night should be illuminated with a floodlight or spotlight.

Flags can be flown half-staff only on a declaration of the governor or president. On Memorial Day, the flag is flown half-staff until noon, then raised to the top.

If a flag is flown half-staff, it should be raised all the way to the top, then lowered to half-staff.

Don't let the flag touch the ground.

The flag is not to be used for decoration. ■

Basic Math Applications: A Thank You

by Phyllis Groelle

Classes in basic math with examples and applications pertinent to Leupold & Stevens' work environment were offered to all employees from mid-February to mid-April. Margie Taylor from Mount Hood Community College was the instructor. All classes were held in-house with no out-of-pocket expense for attending. The only "cost" was a couple of hours of personal time each week.

Math can be very intimidating. For too many of us, it was the most feared subject in school. Consequently, what should have been fun and interesting was avoided at all cost. Those basic math skills that should have been learned were not. The skills that were learned have been forgotten because they are so seldom used and no confidence was developed during the learning process. The classes that were taught by Margie Taylor addressed the lack of skill and confidence by giving interesting and easily understood material to the students taking the class.

Margie put together an excellent program that allowed students to start with the basic functions of a calculator and then progressed through all the math functions such as addition, subtraction, multiplications, division, decimals, fractions, percents, etc. Each student worked at their own pace, with consultation and assistance from Margie. Assisting Margie was Jeff Fineman. The classes were very practical using material and situations we encounter every day at Leupold & Stevens.

I personally took most of these classes. Math was not one of my better subjects either. The review of fractions and decimals was very helpful. We even worked in areas where I had never ventured before, and it was fun and an interesting challenge.

This is a "thank you" to Margie Taylor and Jeff Fineman. To Margie for putting together such a fine program. She put much thought and effort into the work sheets and study guides. Thanks, also, to Jeff Fineman for helping by providing some of the drawings and other materials to make the math applicable to our work, and for being a good teacher's aid. ■

SELECTED OREGON DEMOGRAPHIC INFORMATION FOR 1990

Age:	Median = 33 years Over one-fourth (26%) are under 18 years of age.
Household Income:	Median = $25,000 annually Almost half (47%) earn less than $25,000 annually
Poverty Level Households:	9%
Gender:	53% female; 47% male
Race:	94% Caucasian; 6% Minority
Occupation:	62% in three categories – professional/managerial/owner (34%), clerical (14%), and service (14%)
Major Industries:	Retail trade (17%), service (13%), government (8%), and lumber & wood products (6%)
Education:	Almost half (47%) have no college education; 13% have not received a High School diploma/GED; 8% have a post-graduate education (16 + years)
Health Insurance:	Approximately 447, 000 Oregonians (16%) have no health insurance
Home Ownership:	68% own their home. Median home value $73,520
Mobility:	47% did not live at current address five years ago

Source: Bardsley and Neidhart, Inc.

Sexual Harassment

PICTURES POSTED BY EMPLOYEES CAN BE HARASSMENT, THE FEDERAL COURT IN FLORIDA RULES.

Can sexually explicit pictures – as well as jokes and remarks that rely on sex for their humor or meaning – amount to unlawful sexual harassment even in a workplace that is primarily male? That was the question, and *Jacksonville Shipyards, Inc. (JSI)* was the perfect test case. JSI was, in the words of its own employees, "a boys club," or "more or less a man's world." In 1980, the company had 958 men and 2 women on its skilled workforce. In 1983, it had 1,010 men and 7 women. And in 1986, it had 846 men and 6 women.

The facts of the case, *Robinson v. Jacksonville Shipyards, Inc.*, were equally straightforward. "Pictures of nude and partially nude women appear throughout the workplace," the U.S. District Court, Middle District of Florida stated. In fact, the Court wrote in its 97-page opinion, one source of pictures was vendor calendars supplied to the company for years by tool makers. JSI officials would distribute the advertising calendars among JSI employees with the full knowledge and approval of JSI management.

In addition, the testimony in Court showed that both the women who

Continued on page 6

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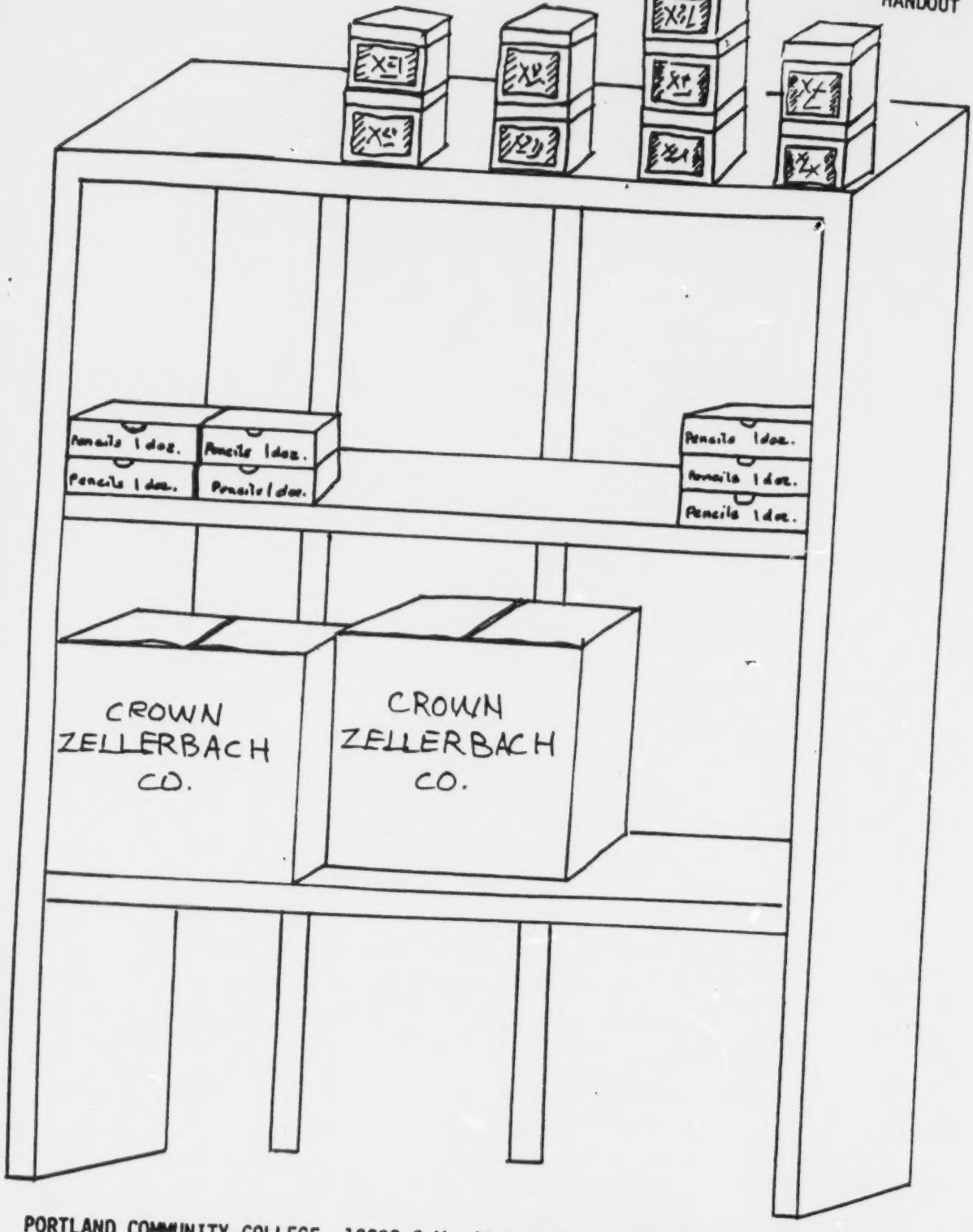
Pencils 1 doz.
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CROWN ZELLERBACH CO.
CROWN ZELLERBACH CO.

1. List 3 ways you could ask someone to repeat something.
   1.
   2.
   3.

2. List 3 ways you could ask someone to explain or clarify something.
   1.
   2.
   3.

3. List 4 things you could say to let your manager know you understand his directions for using a new production process.
   1.
   2.
   3.
   4.

4. Using this format, how would you report a problem that comes up in your job?

Polite Opener	Statement of Problem	Request for Help
Excuse me.	My machine is not working.	What should I do?

5. Explain briefly what you do in your job.

6. Select one of the following aspects of the workplace that you feel could be improved. What suggestion would you make to better that situation?

   Safety

   Work Environment (air quality, noise level, lighting, etc.)

   Team Interaction

   Work Procedures (equipment, materials, activity sequence, information flow, etc.)

TO THE STUDENT

You've been using critical thinking skills all your life. The purpose of this book is to make you aware of some of the critical thinking skills you already use and help you sharpen them.

Below are the names of critical thinking skills you'll practice and polish in this book. Beside each one is an example of how you use this skill in your daily life.

Anticipating probabilities
You are preparing for a job interview. You make a list of questions you might be asked. You try to think of good, intelligent answers for each one.

Applying math
You compare the prices of products of different sizes. You now have a tool for determining the best values.

Classifying
Your garage has gradually filled up with tools and equipment. It's hard to find what you need when you need it. You decide to divide everything according to purpose: gardening supplies, household tools, sports equipment, laundry products. You arrange each group in a different corner of the garage.

Communicating ideas
You disagree with a movie review you read in the newspaper. You write a letter to the editor giving your opinion of the movie.

Developing criteria
You want to open a bank account. You make a list of the interest rates, minimum balances, and service charges for each bank in your town. You decide which bank is best for you.

Distinguishing fantasy from reality
You read a newspaper article about comets, stars, or a gigantic sea turtle. You are aware that you are reading about real things. You see the same things in sci-fi movies or horror shows. You know this is fantasy.

Distinguishing opinion from fact
You read an article about a famous rock star. If the writer says this star is a great artist, you know that is an opinion. If the article says he has cut 3 platinum records in the last two years, you know that is a fact.

Drawing conclusions
You are watching a football game on TV. The score is 7-0. You are interrupted by a telephone call. When you return to the TV, the score is 7-7. You draw the conclusion that the team that was behind made a touchdown while you were talking on the telephone.

Estimating
It's the end of the month and your bank account is a little low. You've made a list of some things you'd like to buy. You estimate how much each one will cost. You decide whether or not you can afford the whole list or need to cut back.

IDENTIFYING VALUES

Imagine that it is the year 3000. All Earth people must choose a new planet on which to live. Their choices are the planets Alpha, Beta, or Gamma. Read the descriptions of each planet.

Alpha People do not do physical labor. It is done by machines. Children are raised in nurseries. When they become adults, people work in computer centers or at television broadcasting facilities dedicated to entertainment.

Beta Children are raised at home. Everyone must either attend school or work. All Beta people live exactly the same kind of life. Special awards and prizes, however, are given to citizens who perform special acts for their planet.

Gamma Gamma is known as the old-fashioned planet. Each family has a farm and is expected to provide everything for itself, from food to clothing and housing. There are no schools on Gamma. Children learn their parents' tasks and carry on the work of the farm when they grow up.

A. None of these three planets may suit you exactly. But suppose that you must choose **one** of them as your new home. Which planet would you choose? _____

Why? _____

_____

_____

B. Name three changes you would like to bring about on the planet you chose.

1. _____
2. _____
3. _____

OUTLINING AND SUMMARIZING

Read the paragraph about salmon. Then read the main topic and the list of details. Some of the details in the list are not included in the paragraph. Write these details under **Details Not In Paragraph.** Then find the details in the paragraph that are not included in the list. Write these details under **Details Not In List.**

Getting salmon ready for the market is a process with many steps. Salmon are caught in large nets and are later unloaded into fishing boats. The boats bring the fish to canneries, where fish heads, fins, and tails are removed. Afterward, the fish are cut into large pieces and washed thoroughly. The pieces are put into cans and the cans are partially sealed. The cans are placed in a cooker where the salmon are steamed. The cans are then sealed, and labels are pasted on. The cans are packed into large wooden boxes and shipped to various markets worldwide.

Main Topic:

getting salmon from fishing grounds to markets

Details:

caught in nets
troubles among fishermen
brought to canneries
heads, fins, and tails removed
X-rayed for disease
cut into pieces
cans sterilized
put into cans
partially sealed
cans sealed
labels put on
cans coded
placed on trucks and trains
reach your table

Details Not In Paragraph

_____

_____

_____

_____

_____

_____

Details Not In List

_____

_____

_____

_____

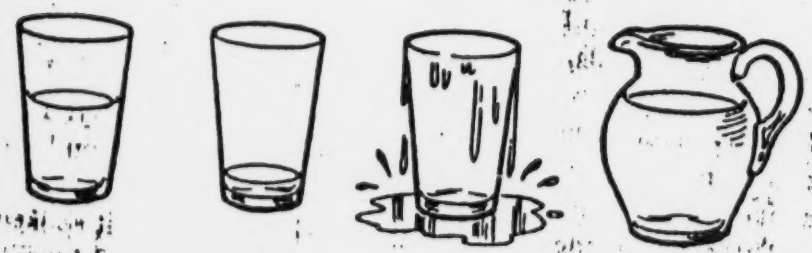
_____

_____

Preparing Teachers English by G. A. Pittman

ELEVENTH SITUATION

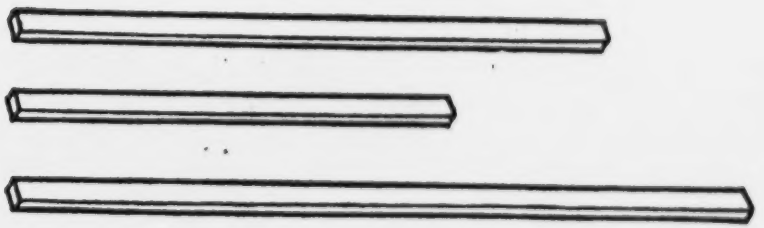
FROM TOO LITTLE TO TOO MUCH



I. There is *enough water* in the first glass for a drink.
There is *sufficient water* in the first glass for a drink.
There is *adequate water* in the first glass for a drink.
There is *an adequate amount of water* for a drink in the first glass.
There is *not enough water* in the second glass for a drink.
There is not sufficient water. There is *insufficient* water.
The water in the second glass is *inadequate* for a drink.
There is *a negligible amount* of water in the second glass.
There is *too much* water in the third glass.
There is *an excessive amount* of water in the third glass.
Some has already been spilt. You will not be able to lift the glass without spilling more.
The water which is spilt is not needed—it is *superfluous*—is more than adequate—it is excessive—it is *in excess.*

I must wipe up the *excess* water.
I empty the second glass. I can fill it up again from the

I can replenish it from the jug.
There is enough water in the jug for the replenishment of the glass. I replenish the water from the jug. There was sufficient for the replenishment of the glass.
There is a small amount left in the jug. There isn't much over.
There is a very small *residue* left in the jug.
There is a *negligible quantity* left in the jug.



II. Here are three sticks. One is 40 cm. long.
One is 30 cm. long and the other is 50 cm. long.
The shortest stick is 10 cm. *short of the length* of the 40-cm. stick and 20 cm. *short of the length* of the 50-cm. stick.
The longest stick *exceeds* the length of the shortest by 20 cm.
The 40-cm. stick *exceeds* the length of the shortest by 10 cm.
I want all the sticks to be the same length.
I *require* all the sticks to be the same length.
I must reduce them all to the length of the shortest.
The longest stick is 20 cm. *in excess of requirements.*
The 40-cm. stick is 10 cm. in excess of requirements.
I will reduce them to the required length by breaking off the part not required.
Now they all *fulfil the requirement that their length is*

ACTION

Do these actions, say what you are doing in the perfect tense as you complete the action, and then write down these sentences.

Apparatus—10 pencils of different lengths.

Here are 10 pencils of *varying* lengths. Some are long and some are short and some are of medium length.

1. Choose the three shortest.
   Select the three shortest.
   That is a poor *selection.*
2. Select the three longest.
   That is a good selection.
3. *Throw away* the three shortest.
   Reject the three shortest.
4. Select the sharpest of them all.
5. Select the bluntest of them all.
6. Reject the bluntest of them all.
7. Reject the three shortest.
8. How many are left?
9. How many *remain*?

EXERCISES

1. Put the action sentences (except the two last) into the negative.
2. Write 20 sentences on these two models with the words supplied below:
   (*a*) As you rub, the surface gets brighter.
   (*b*) As you rub, the surface becomes brighter.
   rub, surface, smoother; drill, hole, deeper; file, fit, better; scrape, metal, thinner; mix, paint, smoother; bore, bit, hotter; twist, join, tighter; unscrew, bolt, looser; ram, earth, harder; tighten, line, straighter.
   Rewrite five examples of the above exercise in the past tense.

4. Fill in the blanks:
   (*a*) The capacity of this drum e. . . . the capacity of that . . . 100 litres.
   (*b*) The length of this timber is short . . . 15 cm.
   (*c*) There isn't s. . . . time left f. . . . this job.
   (*d*) There is only a n. . . . a. . . . of paint left in the tin.
   (*e*) This will be just s. . . . cement for this job; there will be none . . .
   (*f*) E. . . . mortar must be removed after the brick is trued.
   (*g*) I. . . . oil is as bad as an e. . . .ive amount.
   (*h*) Make a s. . . . of the best and straightest pieces of timber for the studs of the walls.
   (*i*) Material in e. . . . of r. . . . is often wasted.
   (*j*) A good tradesman uses the c. . . . amount of material.
5. Rewrite in formal language:
   (*a*) There isn't much over.
   (*b*) Throw out what's left.
   (*c*) There's too much oil on it.
   (*d*) They're all as long as one another.
   (*e*) Choose those longer than 90 cm.
   (*f*) Fill it up again.
   (*g*) This one is too long; this one is too short, but the middle one is right.
   (*h*) Cut down their width.
   (*i*) Have you got enough?
   (*j*) Is there any over?
   (*k*) There's very little over.
   (*l*) They are all of different sizes.
6. Describe two of the following:
   (*a*) What happens when an excessive amount of oil is put into the oil sump of a motor car.
   (*b*) What happens to the surface to be painted when insufficient or excessive quantities of paint are put on a brush.

(d) What happens when insufficient cement is mixed in a concrete mixture.

(e) What happens when excessive quantities of material are ordered for a job.

READING

NON-TECHNICAL DESCRIPTION

There are two kinds of description. There is one kind—non-technical description—wherein the writer tries to tell you what he feels about something—that is the usual kind of description you find in most books. Let us take an example. If the writer wants to describe a simple thing like his chair and at the same time to tell you that although the chair is old, he loves its comfort and has used it for many years, he might write something like this:

"What a pleasure it is for me, on coming home after a hard day's work, to see my chair near the window, inviting me to a few minutes' repose. It isn't a new chair; I've had it for many years; one of its arms is cracked a little, and the paint has long since worn off the parts where I rest my elbows and scrape my shoes, but nevertheless it is an old friend whom I am always glad to see again and into whose arms I trust myself with thankfulness and pleasure."

You will notice that the writer tells you just as much, if not more, about his feelings as about the chair. He uses the words "I", "me", "my". You do not know whether the chair is made of wood or not, and if it is made of wood, you do not know of what kind of wood. All you know is that it has arms, that it is old, that the paint is worn off it, and that he has an affection for his chair. You could not draw the chair from the

writer's description. You also know that it has four legs a back, because all chairs have four legs and a back.

How does the writer show his affection for his chair? uses words which show emotion; words like "pleasu "inviting", "repose", "friend", "glad" and "thankfulne show you what his emotions are, what he feels about chair. This is "emotional" writing. You know what writer feels but you do not know if the chair was like

this

or this

or this

TECHNICAL DESCRIPTION

There is no place for emotional writing in the second kin of writing, which is technical description. In the technic description of a chair, for instance, you say as much as you ca about the chair in as short a way as you can. You mentio nothing that you know your reader knows but you give a clear a picture of the chair as you can. Your reader should b able to draw a sketch of the chair when he has read you description or he should be able, if it is a good description actually to make a chair similar to the one you describe. That is the purpose of complete technical description, to allow your reader to make the things you describe by giving him all the necessary details.

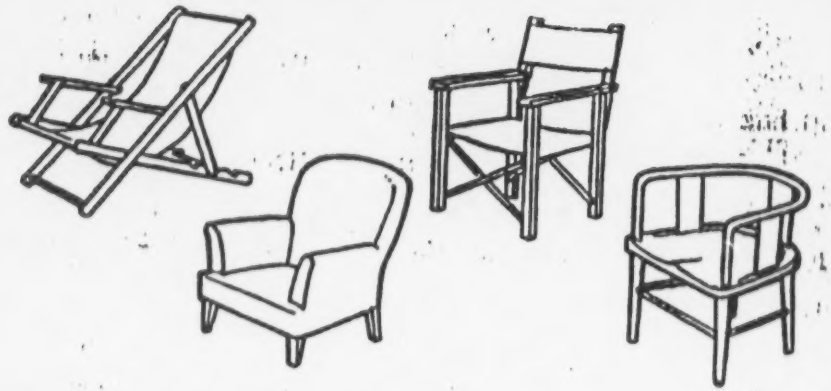
was described above in an emotional way. Notice the differences.

"The entire chair is made of pitch pine. It stands 74 cm. high. The top of the seat is 46 cm. from the floor. Rounded rails connect the legs (except at the back); these are 23 cm. from the floor. The seat is wide and solid, 55 cm. wide in front, 40 cm. at the rear. It is slightly higher at the sides and middle; at the front it is shaped. The arm rest and back rest are on the same level and enclose three sides of the chair, making a bucket seat. The arms and back rest are curved and are made of three parts connected by dowelling joints. Three slats, one at the back and one to each arm, help to support the arms and back rest. The legs are square on two sides, rounded on the outside edges, and tapered at the foot."

You will notice that the writer of a technical description gives no clue as to his feelings. He gives plenty of detail but it is necessary detail to give a clear picture. He leaves out all unnecessary detail. He does not say "My chair has four legs" because all things called "chairs" have four legs. If it had three legs, for example, it would be a stool, not a chair. He does not write "The chair has a back" because all chairs have backs. He goes straight on to describe the back of his chair.

Notice how much measurement there is in technical description. Accurate measurement is the basis of all technical work in all trades. Without accurate measurement modern technical progress is impossible.

So when you are asked to "describe" something in a technical examination paper, forget your feelings and write clearly, giving details of measurement and material so that your reader could draw a sketch from your description or, better still, so that your reader could make from your description the thing you describe.



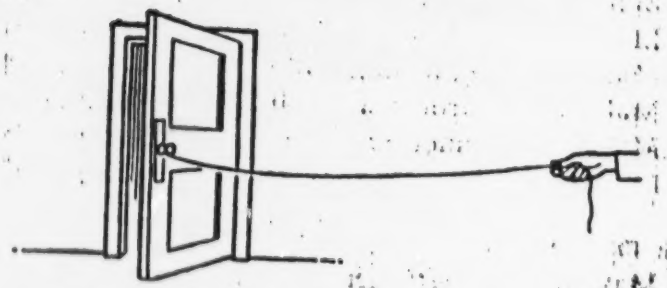
Which of the chairs sketched above is the one described in words in the "technical description"?

Describe in a technical way:

(*a*) the chair or desk you are sitting at;
(*b*) the room you are in.

SECOND SITUATION

FAST AND LOOSE



I'm going to tie this piece of string to the door handle.
I'm tying it on now.
Now it's tied to the door handle.
It's *fastened* to the door handle.
It's *secured* to the door handle.

I pull the string *tight* (*taut*).	I *tighten* it.
I let it *loose*.	I *loosen* it.
I tighten it. It's tight.	I loosen it. It's loose.
I make it *tight*.	I *tighten* it.
I make it *loose*.	I *loosen* it.
I make it *fast*.	I *fasten* it.
I make it *slack*.	I *slacken* it.

IT'S AUTOMATIC FOR MANY (NOT ALL) ADJECTIVES
(Take the adjective, add -en and you have the verb.)

Make it tight/tighter.	Tighten it.
Make it loose/looser.	Loosen it.
Make it fast/faster.	Fasten it.
Make it slack/slacker.	Slacken it.
Make it deep/deeper.	Deepen it.
Make it short/shorter.	Shorten it.
Make it wide/wider.	Widen it.

Make it flat/flatter.	Flatten it.
Make it stiff/stiffer.	Stiffen it.
Make it black/blacker.	Blacken it.
Make if soft/softer.	Soften it.
Make it hard/harder.	Harden it.
Make it broad/broader.	Broaden it.
Make it rough/rougher.	Roughen it.
Make it moist/moister.	Moisten it.
Make it light/lighter.	Lighten it.

SOME EXCEPTIONS

Make it strong/stronger.	Strengthen it.
Make it long/longer.	Lengthen it.
Make it hot/hotter.	Heat it.
Make it cold/colder.	Cool it.

(Adjective=Verb)

Make it dry/drier.	Dry it.
Make it wet/wetter.	Wet it.
Make it clean/cleaner.	Clean it.
Make it thin/thinner.	Thin it (down).
Make it level.	Level it.
Make it warm/warmer.	Warm it.
Make it new/newer.	Renew it.
Make it steady/steadier.	Steady it.

ACTION

Do these actions, say these sentences, then write them down. (Use the present continuous while doing actions, e.g. "I am tying . . .")

1. Make a *knot* in one end of the string.
   Tie a knot in one end of the string.
2. Make a knot in the other end of the string.
   Tie a knot in the other end of the string.

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3. *Untie* the knots.
4. Make *a slip knot* around your finger.
5. Untie it.
6. Make *a loop* in the string.
7. *Bind* the string around your wrist.
8. Make a circle with your thumb and first finger and *t*
   the string through it.
9. *Roll* up the string.
10. *Wind* up the string.

EXERCISES

1. Rewrite the "action" sentences in the simple past t
   i.e. "I tied . . ."
2. Make up 10 sentences using the verbs ending in -en,
   "We soften putty with linseed oil."
3. Write down 5 more examples of the two main group
   verbs, (*a*) verbs which are formed by the adjective plus
   e.g. Tight, tighten; (*b*) verbs which are the same as the ac
   tive, e.g. Dry it.
4. Make a list of words useful in your trade ending in
   . . "-less" (meaning "without"), e.g. stainless (steel), rustl
   spotless, flawless.
5. Fill in the verbs ending in "-en(ed)."
   (*a*) When a hole is too narrow and too shallow, we n
   b. . . and d. . . . it.
   (*b*) We w. . . . clothes by rinsing with blue after washin
   (*c*) If a pencil is blunt we s. . . . it before use.
   (*d*) A bent nail can be s. . . . ed and used again if necessa
   (*e*) If it's too long we will s. . . . it and if it is too short
   will l. . . . it.
   (*f*) This post has been weakened; we must s . . . it
   (*g*) We should m. . . . hardboard before fixing it in positi
   (*h*) What must we do to h. . . . concrete?

LESSON 2: WHAT ARE ACCEPTABLE WORKING CONDITIONS?

PART A

Working conditions mean the place you work in and the benefits you get. Circle the things you think are working conditions.

heat/air conditioning	noise	windows
amount of work	transportation	rules
people you work with	size of work place	health benefits

PART B

Now think about the working conditions at your school. Fill out the information in the chart. You may not know all the answers. You may ask your classmates, teacher, or other people in the school about these things.

Working Conditions Rating Form

Name of school: _____

Size of school: _____ small _____ large No. of students: _____

Type of school: _____ public _____ private

Circle the number that describes your idea of each working condition in your school.

	needs improvement				excellent
air conditioning	1	2	3	4	5
heat	1	2	3	4	5
noise level	1	2	3	4	4
employee's lounge	1	2	3	4	5
restrooms	1	2	3	4	5
windows	1	2	3	4	5
lights	1	2	3	4	5
equipment	1	2	3	4	5
safety	1	2	3	4	5
other: _____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Fill out this chart for your place of work. If you are not working, interview someone about their working conditions.

Working Conditions Rating Form

Name of employer: _____

Size of company: _____ small _____ large

No. of employees: _____

Type of company: _____ public _____ private

Circle the number that describes your idea of each working condition in your workplace.

	needs improvement				excellent
air conditioning	1	2	3	4	5
heat	1	2	3	4	5
noise level	1	2	3	4	4
employee's lounge	1	2	3	4	5
restrooms	1	2	3	4	5
windows	1	2	3	4	5
lights	1	2	3	4	5
equipment	1	2	3	4	5
safety	1	2	3	4	5
other:					
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

What kind of place do you want to work in?

Look at the list of working conditions below. Are they important to you? Rate them. Circle the number that describes your choices.

	not important				very important
I want to work in a room with windows.	1	2	3	4	5
I want to work some place with a large employee's lounge.	1	2	3	4	5
I want to work in a quiet place.	1	2	3	4	5
I want long breaks.	1	2	3	4	5
I want to work in a place with air conditioning.	1	2	3	4	5
I want to work in a place that's warm.	1	2	3	4	5
I want to work with modern equipment.	1	2	3	4	5
I want to work with equipment that is in good condition.	1	2	3	4	5
I want the company to pay all my benefits.	1	2	3	4	5
I want my own space to work in, for example, my own desk or office.	1	2	3	4	5
I want to work in a place that is always neat and clean.	1	2	3	4	5
Other:					
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

9. WAGE DEDUCTIONS

What you ea is not what you take home. It is important for you to know how much actual spending money you will have from each paycheck. Below are some terms that are necessary for you to understand.

Gross Pay—The actual amount of money that you earn before any deductions are made.

Deductions—Money that is taken out of your pay. Federal Income Tax (also called Withholding Tax), F.I.C.A. Tax (also called Social Security Tax), and Oregon Income Tax are taken from everyone's pay—this is required by law. You may also have other deductions, such as medical insurance, union dues, credit union payments, etc.

Federal Income Tax—A tax that is withheld from everyone's paycheck. It is based on how much you make and how many allowances (dependents) you claimed on your W-4 Form, the Employee's Withholding Allowance Certificate (refer to page 41). On your paycheck stub, Federal Income Tax may be identified as: Federal Income Tax, Federal Withholding Tax, F.W.T., or Fed. Withholding.

F.I.C.A.—Better known as Social Security Tax. (F.I.C.A. stands for Federal Insurance Compensation Act.) This is taken out of everyone's paycheck. It is figured on a percentage of your pay. Social Security Tax may be listed as: Soc. Sec., F.I.C.A., S.S. Tax, or O.A.S.I.

Oregon Individual Income Tax—A tax that is withheld from the pay of everyone who works in Oregon whether a resident or not. It is based on how much you make and how many allowances you claimed on your W-4 Form.

State Accident Insurance Fund—(SAIF) In Oregon every employer must insure his workers against accidental injury and occupational disease. In addition, he must pay 14¢ per worker per day into a special Worker's Compensation Department Retroactive Reserve Fund. The employer pays 6¢ of the 14¢ per day. You, the employee pay the other 8¢ per day. Therefore on your paycheck under SAIF you will find a deduction of 8¢ per day. This is the amount that your employer has already taken out of your paycheck and paid to the Workers Compensation Department.

Total Deductions—All the deductions added together. This amount is deducted from your gross pay, to give you your net pay.

Net Pay—Your "take-home" pay. This amount is what you will actually take home after all deductions have been made. Your check will be written for this amount.

Remember that *gross pay* minus *total deductions* equals *net pay*.

Your employer will determine the amount of your deductions. The Federal Government and the State of Oregon furnish your employer with tables that indicate the percentage of your salary that will be subtracted for Social Security Tax and the total to be deducted for Federal and Oregon Income Taxes.

* ASSIGNMENT 1

Complete the following.

1. Jean Hughes works forty hours and earns $2.85 per hour. Her deductions amount to $10.90 for Federal Income Tax, $5.00 for Oregon Income Tax, $.40 for SAIF, and $6.90 for Social Security. She also is making a payment of $5.00 to the credit union. Fill out the check stub below.

	DEDUCTIONS					
GROSS PAY	F.I.C.A.	F.W.T.	Oregon W.T.	SAIF	CREDIT UNION	NET PAY

2. What four deductions are taken from everyone's pay?

   a. _____

   b. _____

   c. _____

   d. _____

3. Name two other deductions that *may* be taken from your pay.

   a. _____

   b. _____

4. Why do you have to fill out the Employee's Withholding Allowance Certificate?

   _____

   _____

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* ASSIGNMENT 2

Fill in each check stub below with the correct information. Figure out the total deductions and net pay.

DEDUCTIONS
F.I.C.A. $9.24
Fed. Income Tax $17.60
Oreg. Income Tax $10.00
SAIF $.40
Credit Union $15.00

GROSS PAY
$158.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: SAIF				
Less: State Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
F.I.C.A. $12.12
Fed. Withholding $26.80
Oreg. Income $12.00
SAIF $.40
Med. Ins. $10.25

GROSS PAY
$207.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: SAIF				
Less: State Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
F.I.C.A. $8.95
Fed. Income Tax $17.20
Oreg. Income Tax $8.00
SAIF $.40
Credit Union $20.00

GROSS PAY
$148.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: SAIF				
Less: State Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
F.I.C.A. $10.24
Fed. Inc. Tax $20.40
Oreg. Inc. Tax $11.00
SAIF $.40
Medical Ins. $21.40

GROSS PAY
$176.95

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: SAIF				
Less: State Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
F.I.C.A. $14.22
Fed. Inc. Tax $36.80
Oreg. Inc. Tax $13.00
SAIF $.40
Union Dues $12.50

GROSS PAY
$235.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: SAIF				
Less: State Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
Soc. Sec. $11.46
Fed. Tax $25.40
Oreg. Tax $11.50
SAIF $.40

GROSS PAY
$196.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: SAIF				
Less: State Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

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FIGURING PERCENTS FROM GROSS WAGES

Name_____ Date_____

Answer the following by referring to the attached pay checks. Complete the exercise for one check at a time.

	I	II
1. What are the gross wages?	_____	_____
2. What are the net wages?	_____	_____
3. What percent of gross salary is net salary?	_____	_____
4. What percent of gross salary is each individual deduction?		
FICA	_____	_____
State	_____	_____
Federal	_____	_____
401K	_____	_____
Credit Union	_____	

Skill Builders MT 3/21/91

Company Paid Fringe Benefits		**I**	**II**
5. What percent of the gross is each benefit?			
Blue Cross	$88.	_____	_____
Workers' Comp.	77.	_____	_____
Tri Met	6.	_____	_____
FICA (Same amount as employee pays)		_____	_____
Federal Unemployment	7.	_____	_____
State Unemployment	23.	_____	_____
6. Total amount of benefits:		_____	_____
7. What percent of gross salary are company paid benefits?		_____	_____
8. What percent of the total benefits is each individual benefit?			
Blue Cross		_____	_____
Workers' Comp.		_____	_____
Tri Met		_____	_____
FICA		_____	_____
Federal Unemployment		_____	_____
State Unemployment		_____	_____

Standard		$953.52		FICA	$ 73.92
Std OT		12.76		State	60.12
				Federal	111.47
				401K	19.32

LEUPOLD & STEVENS, INC.
BEAVERTON, OREGON 97075-0688

NOT NEGOTIABLE

DETACH AND RETAIN THIS PORTION FOR YOUR RECORDS

KEY BANK

KEY BANK of OREGON
SUNSET BANKING OFFICE
P.O. BOX 548
BEAVERTON, OR 97075

24-201
1230

LEUPOLD & STEVENS, INC.

800 N.W. MEADOW DRIVE
BEAVERTON, OREGON 97075-0688

CHECK NUMBER

PAY TO THE ORDER OF

NOBODY

EXACTLY

LEUPOLD & STEVENS, INC.
PAYROLL ACCOUNT

VOID

NOT NEGOTIABLE

"056469" :123002011: 10 11213 4"

Standard		$880.00		FICA	$ 67.32	
				State	53.78	
				Federal	97.34	
				401K	17.60	
				Credit Union	130.00	

LEUPOLD & STEVENS, INC.
BEAVERTON, OREGON 97075-0688

NOT NEGOTIABLE

DETACH AND RETAIN THIS PORTION FOR YOUR RECORDS

KEY BANK

KEY BANK of OREGON
SUNSET BANKING OFFICE
P.O. BOX 566
BEAVERTON, OR 97075

24-201
1230

LEUPOLD & STEVENS, INC.

600 N.W. MEADOW DRIVE
BEAVERTON, OREGON 97075-0688

CHECK NUMBER

PAY TO THE ORDER OF

Nobody

EXACTLY

LEUPOLD & STEVENS, INC.
PAYROLL ACCOUNT

VOID

NOT NEGOTIABLE

56

"056469" :123002011: 10 11213 4"

57

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EXEMPT PERFORMANCE REVIEW - Supervisor

Employee Name	Number	Dept. No.	Date of Review
Job Title	Type of Review (normal, scheduled, probationary)		
Reviewer	Reviewer Title		

INSTRUCTIONS:

Rate the employee on each of the following factors, using the current job requirements as your frame of reference. Fill in the comment section justifying or clarifying why you rated the incumbent as you did. Employee is required to complete a performance review form also. All "needs improvement" ratings must be addressed in the Performance Development Needs section.

1. JOB KNOWLEDGE

Has command of essential facts, information and techniques the job requires. Demonstrates knowledge of procedures, disciplines, and technical competence. Serves as a reliable technical information resource.

Performance: Needs improvement [ ] Meets expectations [ ] Exceeds expectations [ ]

because: _____

_____

_____

2. ORGANIZATIONAL SKILLS

Ability to plan, organize, implement, and control results in a timely manner. Allocates resources, assigns responsibilities, delegates authority and coordinates the effort. Sets priorities, schedules work projects, foresees problems, and provides alternative plans. Completes work projects within established time constraints.

Performance: Needs improvement [ ] Meets expectations [ ] Exceeds expectations [ ]

because: _____

_____

_____

3. HUMAN RELATIONS SKILLS

Ability to deal effectively with people. Leads and motivates people, enhances team concept; and/or has good negotiating skills. Encourages response and cooperation of others that result in the accomplishment of defined objectives.

Performance: Needs improvement [ ] Meets expectations [ ] Exceeds expectations [ ]

because: _____

_____

_____

PERFORMANCE DEVELOPMENT NEEDS

Which development needs should be concentrated on during the next review period? Were these actions part of last year's development program?

DEVELOPMENT PROGRAM

What specific development actions are to be taken to satisfy the above development needs? Identify end results expected and the time frame to accomplish them (short term = 0-12 months; long term = more than 12 months).

MEETING PREVIOUS OBJECTIVES

Were the objectives set on the last performance review met? Comment on each objective listed on last performance review.

SETTING FUTURE OBJECTIVES

Establish objectives for the employee for the upcoming year. Objectives may include work projects, better ways to carry out job responsibilities and duties and plans for personal development. List what will be done, when, procedural steps, and indicators of success. Can objectives be reached through development programs?

I have discussed this evaluation with my supervisor and agree with the objectives established.

Employee signature/Date

Reviewer signature/Date

Next level management signature/Date

Next level management signature/Date

4. JUDGEMENT

Breadth of thinking displayed. Ability to make sound decisions. Shows independent thought, deals satisfactorily with problems within constraints of job. Makes decisions that enhance short and long term objectives.

Performance:	Needs improvement [ ]	Meets expectations [ ]	Exceeds expectations [ ]

because: _____

_____

_____

5. . INITIATIVE

Ability to initiate independent action. Fulfills responsibilities satisfactorily, operates without supervision, direction, and attention unless situation requires. Exhibits ability to provide positive impact through independent action and demonstrates proactive initiative to resolve problems.

Performance:	Needs improvement [ ]	Meets expectations [ ]	Exceeds expectations [ ]

because: _____

_____

_____

6. ANALYTICAL/CREATIVE SKILLS

Response to challenge posed by nature of problems confronted in job through applied creativity. Examines problems thoroughly, seeks effective alternatives and develops satisfactory solutions. Deals with challenging problems with imaginative, innovative, and/or effective solutions.

Performance:	Needs improvement [ ]	Meets expectations [ ]	Exceeds expectations [ ]

because: _____

_____

_____

7. SAFETY/ACCIDENT PREVENTION

Complies with the Company's safety program, promotes safety and loss control in division/department. Emphasizes the importance of good safety practices.

Performance:	Needs improvement [ ]	Meets expectations [ ]	Exceeds expectations [ ]

because: _____

_____

_____

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Complete only if the employee being reviewed has supervisory responsibilities.

8. AFFIRMATIVE ACTION

Compliance with the Company's Affirmative Action commitments; upholding the Company's commitment to the principle of Equal Employment Opportunity, and monitoring of subordinates' activities relating to EEO.

Performance:	Needs improvement [ ]	Meets expectations [ ]	Exceeds expectations [ ]

because: _____

_____

_____

9. BUDGET

Conformance to division/department budget through effective utilization of resources. Ability to establish budget, work within budgetary controls, audit progress and measure and evaluate results.

Performance:	Needs improvement [ ]	Meets expectations [ ]	Exceeds expectations [ ]

because: _____

_____

_____

10. MANAGEMENT DEVELOPMENT

Updates management skills to meet demands of changing business world and work environment. Plans and manages personal commitment to professional growth. Develops own management skills through education and professional associations.

Performance:	Needs improvement [ ]	Meets expectations [ ]	Exceeds expectations [ ]

because: _____

_____

_____

STRENGTHS

Identify the most significant job-related strengths of this individual (technical, administrative, functional, personal).

_____

_____

_____

_____

_____

_____

_____

ENGLISH LANGUAGE USE SURVEY

1. How often does your work group have meetings?

2. Do you usually have to read any material to prepare for those meetings?

3. Do you ever have to write anything after those meetings?

4. How often do you speak up in those meetings - never, rarely, sometimes, often, at every meeting?

5. How often are you required to read something to perform your job - never, rarely, sometimes, often, daily, weekly?

6. How often are you required to write something for your job?

7. How often and what do you read in English at home?

8. How often and what do you write in English at home?

9. Do you primarily use English in your home?

10. When you socialize out of the workplace, do you use English most of the time or your native language?

11. At work when you socialize what percent of the time do you use English?

Participant's Needs Survey

Name _____ Job Title Assembler

Work Area Boho Manager _____

1. I NEED TO LEARN MORE ENGLISH TO ... (please indicate 1st, 2nd, 3rd, 4th choices)

- 10 Talk at a party
- 3 Talk to my supervisor
- 1 Talk on the phone
- 15 Talk at the bank
- 12 Talk to my children's teacher
- 13 Talk to my apartment manager
- 16 Talk to the doctor
- 15 Talk about cars
- 18 Order food in a restaurant
- 7 Talk to the police
- 14 Get a driver's license
- 2 Give and follow directions
- 6 Get a job
- 10 Talk at the post office
- 11 Talk to my co-workers
- 5 Talk to my neighbors
- 8 Speak up in group meetings
- 9 Ask for help

__ Other _____

2. I NEED TO LEARN TO READ... (please indicate 1st, 2nd, 3rd, 4th choices)

- 11 signs
- 9 food ads
- 10 food labels
- 7 training materials at work
- 8 medicine labels
- 6 company newsletters
- 1 maps
- 2 the newspaper
- 3 stories
- 13 my monthly bills
- 12 traffic laws
- 4 directions
- 5 notes from my co-workers/ supervisor at work

__ Other _____

3. I NEED TO LEARN TO WRITE... (please indicate 1st, 2nd, 3rd, 4th choices)

- 1 letters
- __ checks for the bank
- 1 job applications
- 5 ~~Zero Defect Project~~ Achievement Forms
- 4 forms at the doctor's office
- 3 training tests at work
- 7 forms for my childrens school
- 6 production records at work
- 8 forms for the bank
- 9 requests for parts at work

__ Other _____

4. IN MY ENGLISH CLASS I WANT MORE... (please rank in order of preferance)

- 7 conversations
- / pronunciation
- 5 listening
- 4 grammar
- 1 reading
- 2 writing
- 3 idioms and vocabulary

EWP PARTICIPANT EVALUATION

CONTENT	Liked	OK	Did Not Like
Work related theme in general	___	___	___
Performance Review Preparation			
Personal work related issues	___	___	___
APPROACH			
Large group discussion	___	___	___
Small group problem solving	___	___	___
Pronunciation drill in large group	___	___	___
	___	___	___
Mechanics			
Length of term - 8 weeks	___	___	___
Length of class period - 1½ hours per day	___	___	___
Number of days per week - 2 days	___	___	___
Time of class - after work	___	___	___
Location	___	___	___

SKILL DEVELOPMENT	Level of Improvement Great	Some	None
Conversation			
Talk with	___	___	___
Talk with co-workers	___	___	___
Speaking up in group meetings	___	___	___
Conversations with friends	___	___	___
Listening			
Instructions from	___	___	___
Corrections from or co-workers	___	___	___
Reading			
Work related materials	___	___	___
Non-work related materials - letters, newspapers, memos, signs, etc.	___	___	___
Texts for language practice	___	___	___
Writing			
Work related memos or forms	___	___	___
Filling out forms other than for work	___	___	___
Personal writing letters, lists, notes	___	___	___
Pronunciation	___	___	___

TEACHER STYLE	GOOD	OK	NEEDS IMPROVEMENT
Consistent	—	—	—
Organized	—	—	—
Listened to needs of class	—	—	—
Provided corrections	—	—	—
Flexible	—	—	—
Helpful	—	—	—
Provided enough variety of materials so that class was not boring	—	—	—
Open to suggestions	—	—	—

Changes in teacher's style I would like to see:

_____

_____

_____

_____

_____

Changes in class content I would like to see:

_____

_____

_____

_____

_____

Changes in class mechanics I would like to see:

_____

_____

_____

Changes in skill development I would like to see:

_____

_____

_____

_____

_____

* I am interested in continuing with another EWP term. Yes / No
I am now interested in studying ESL at PCC or other educational institution.